

Americans are dedicated, at all cost, to the principle that no corner of our country, no matter how remote, will ever be ceded to our enemies.

For those who wish to learn more about the Aleutian Campaign, I recommend "The Thousand Mile War" by Brian Garfield. It illustrates the strategic importance of the battles of Dutch Harbor, Attu, and Kiska. Garfield has vivid descriptions of the long, hard campaign to push the Japanese off American soil.

I ask to print the aforementioned articles in the RECORD.

The material follows:

[From the Anchorage Daily News, June 3, 2002]

#### MEMORIES OF WAR: SIXTY YEARS AGO, BOMBS FELL ON DUTCH HARBOR AND TURNED ALASKA INTO A BATTLEGROUND

(By Gabriel Spitzer)

To Japan during World War II, the Aleutian Islands looked into North America. It was on the Aleutians that the enemy set foot on American soil for the first time since the War of 1812.

Sixty years ago, on the morning of June 3, 1942, 16 Japanese fighters and bombers streaked eastward toward Dutch Harbor, off Unalaska Island. Bombs rained down for about 20 minutes on the Navy facilities there. The next day the Japanese forces returned in greater numbers. By the end of the second day, 35 American men were killed and 28 more were wounded.

Johnnie Jenkins, a 25-year-old Navy mess cook, was in his barracks the morning of June 3 when the explosions woke him. He said he jumped from bed and threw on his clothes, one shoe on and the other in his hand.

"I stood in the doorway, and I saw a Japanese plane coming in with a rising sun on it," said Jenkins, now living in Anchorage. "Lord, my heart started pumping and I was so scared. I thought, this is it. I just froze right there."

Jenkins, who is African-American, looked around for cover.

"I saw a white fellow in a foxhole, and he stood up. I ran over there. He said, 'You can't come in here, I'm from Alabama.' I said, 'I don't give a damn where you're from. You move on over!' And he did."

One of the many civilians at Dutch Harbor was 22-year-old shipwright Bob Ingram, now living in Fairbanks. Ingram was getting ready for an ordinary day of work when the bombs began to fall.

"Somebody yelled 'air raid'. We saw airplanes, quite a few in the sky," he said.

"Somebody said, there's been a number of men killed, and they're going to need caskets. Now, if there's one thing you don't need during an air raid it's caskets. But we wanted to help. So we started to make caskets out of plywood, 2 feet square and 6 feet long."

As inviting as the Aleutians may have seemed on the map, the Japanese quickly found them an inhospitable invasion route. Often bathed in fog and pounded by frequent storms, the islands proved difficult to scout and navigate. This, coupled with American intelligence reports, led to victories for the United States but not before Japan had occupied two Alaska islands and drawn American forces into one of the costliest battles of the Pacific theater.

Japan had little intention of actually invading the U.S. mainland from the Aleutians. Instead, it hoped to occupy a few islands in the North Pacific to solidify its naval perimeter and protect itself from

American incursions by sea and air. It also hoped to pull America's might away from its main objective, the South Pacific, Hawaii and perhaps Australia.

The Dutch Harbor raid was a diversionary tactic, meant to draw attention from Japan's assault on Midway Island, planned to occur at the same time that American forces were distracted by the attack on Alaska.

But unknown to the Japanese, U.S. code breakers had cracked the enemy's top secret "purple code" and were able to prepare for the attacks. U.S. soldiers at bases throughout the Pacific were put on alert.

One of them was Marine Corps Pvt. Howard Lucas, stationed on Kodiak Island.

"We were ready for somebody to come up over the hill and get us," said Lucas, 79, who lives in Palmer.

Lucas spent two weeks on alert 24 hours a day, manning an antiquated World War I-era water-cooled machine gun.

"It was scary," he said. "But they never showed up. Nobody knew what they were going to do, the Japanese included, I guess."

By the morning of June 3, the fog of war, both literal and figurative, had wreaked havoc on both sides.

That day, planes on the Japanese carrier *Junyo* never reached Dutch Harbor, grounded by weather. At the same time, a radio message warning American forces of the impending attack failed to reach its destination.

In the two days of bombing and the days immediately before, the weather made a mockery of both sides' battle plans.

Historians estimate that both sides sustained more casualties related to the weather than from actual combat. American forces lost four times as many planes to weather-related accidents as they did in battle.

Although U.S. casualties greatly outnumbered Japanese losses at Dutch Harbor, by the end of the assault Japan was on its heels. Its attack on Midway proved a major defeat, and American intelligence had foiled Japan's naval ruse.

Rather than abandon the Aleutian campaign, Japanese forces occupied the western islands of Attu and Kiska. On Attu, 1,200 Japanese troops surrounded and captured 39 Aleut villagers.

On Kiska, the invaders found only a weather station guarding the island. Still, scores of Aleuts and about a dozen white Americans were captured in the attacks and spent the rest of the war as prisoners in Japan.

Drafin Delkettie, one of the few living members of the celebrated Combat Intelligence Platoon, Alaska Scouts, was stationed on the island of Amchitka, about 40 miles east of Japanese-occupied Kiska.

During that time, Delkettie, who lives in Anchorage, experienced what the soldiers at Dutch Harbor felt.

"They bombed and strafed us every morning at 10 a.m. and every evening at 6 p.m. They never missed it by a minute. Sometimes we played pinochle or something, waiting for them to come," he said.

Which didn't make it a game. "No matter where the bombs are falling," he reflected, "It's scary."

[From the Anchorage Daily News, June 3, 2002]

#### WAR CAME TO ALASKA . . . SIXTY YEARS AGO

It was early on a Wednesday morning, that day of June 3, 1942, when war came to Alaska.

Sixty years have passed since then. The war has come and gone. But the memories are seared deeply in the minds and hearts of those whose lives were touched by the long fight against enemies of freedom.

World War II began officially for the U.S. on Dec. 7, 1941, with Japan's surprise air at-

tack on Pearl Harbor in the territory of Hawaii.

It was six months later that Japanese bombers delivered the first bombs on the territory of Alaska, attacking Dutch Harbor and nearby Fort Mears—timed to coincide with Japan's assault on Midway, far to the south in the Pacific.

Today's anniversary of the start of the battle in the Aleutian Islands—the only action actually fought on American soil during the war—is a reminder that American soldiers, airmen and sailors put their lives on the line to drive enemy forces from Attu and Kiska.

One of those, Army Pvt. Joe P. Martinez of Company K, 32nd Infantry, was posthumously awarded the Medal of Honor for gallantry above and beyond the call of duty.

Despite facing what the War Department called "severe hostile machine-gun, rifle and mortar-fire" from both flanks and from enemy forces protected by snow trenches ahead of him, Martinez used his automatic rifle and hand grenades to lead repeated charges up a rocky, knife-like ridge to a snow-covered mountain pass.

Just below the rim of the pass, Martinez encountered a final enemy-occupied trench and while firing into it was mortally wounded. But soldiers following in his footsteps then were able to capture the pass, described in the citation awarding him the nation's highest medal as "an importance on the island."

The war is decades in the past now. Old enemies have become friends.

But Alaskans of today should never forget that in the Aleutians, now a proud part of the 49th State, young Americans gave their lives years ago to drive invading forces from our land.

It's worthy of remembering on today's anniversary of that first raid on Dutch Harbor. ●

#### EULOGY FOR REVEREND JAMES L. STOVALL

● Mr. BREAUX. Mr. President, my State of Louisiana recently mourned the death of one of our most notable and renowned religious leaders, Reverend James L. Stovall, a minister of the United Methodist Church for thirty years and the founder of the Louisiana Coalition Against Racism and Nazism. In 1989, fearful of the rise of former Ku Klux Klan leader David Duke, Reverend Stovall led the effort to bring together people of faith and other citizens to oppose the hatred and bigotry espoused by Duke and many of his supporters.

As a participant in the Louisiana Senate election of 1990 and the governor's election the following year, I can attest to successful efforts of Reverend Stovall and his Coalition in exposing for Louisiana and the world Duke's harmful and divisive racist record.

Those who did not know James Stovall might not have known that his role in forming and leading the Louisiana Coalition Against Racism and Nazism was merely the culmination of a life and career dedicated to championing human rights and better relations among people of all faiths, ethnic backgrounds, and nationalities. As one of his daughters said to a newspaper reporter after his death on May 17, "He had a genuine sense of caring about

people and a strong sense of right and wrong."

James Stovall was born in Winn Parish, graduated from Centenary College in Shreveport and the Perkins School of Theology at Southern Methodist University. During the Second World War, he served this country as a chaplain attached to the Marine Corps. Following the war, he returned to Louisiana where, for thirty years, he served Methodist churches in Eunice, Baton Rouge, Lake Charles, Lafayette, Metairie, and Monroe. A strong believer in ecumenism, he was a leader in the creation of the Greater Baton Rouge Federation of Churches and Synagogues, and from 1976 to 1991, he served as executive director of the Louisiana Interchurch Conference.

Reverend Stovall served not only the church, but held several positions in State government. He was executive director of the Governor's Office of Elderly Affairs from 1979 to 1980, chairman of the Governor's Pardon and Parole Study Commission in 1976, and a member of the Louisiana Commission on Human Rights in 1992.

At his funeral service in Baton Rouge, one of Reverend Stovall's good friends, Dr. Lance Hill, who is executive director of the Southern Institute for Education and Research at Tulane University New Orleans, shared a powerful story about his legacy. I would like to quote from that eulogy at this time:

Many years ago Jimmie told me that John Wesley, the founder of the Methodist Church, once noted that a man's achievements in this lifetime are fleeting and insignificant; what is meaningful is the shadow that he casts into the future. We formed the Southern Institute for Education and Research at Tulane University nine years ago to continue the work of Jimmie Stovall and the anti-Duke coalition, but this time through a proactive program that taught young people the consequences of prejudice and the individual moral obligation to speak out against the oppression of others.

The Southern Institute is very much Reverend Stovall's gift to Louisiana. I told Jimmie years ago that we should have named it the Stovall Institute, but people might think it was a [football] clinic. Jimmie just laughed, but he knew what I meant. The work of the Institute is part of Jimmie's vast shadow cast into the future.

A few months ago, I returned to St. Catherine of Sienna, a school in the middle of [David] Duke's old legislative district. We had worked with the teachers and students there for years. That day I watch 150 students mesmerized by the story told by Eva Galler, a Holocaust survivor. The students heard the story of Eva's leap from the train to Auschwitz; the destruction of her family; the end of the world as she knew it. Eva told them that this was not simply a story of Jews and Nazis, it was a story of racism and hatred. It could happen anywhere, anytime, and they had a moral obligation to resist hatred at every turn.

I watched three young boys on the back row, sitting on the edge of their seats, straining to see over the tall girls in front of them. They were transfixed by Eva. And as Eva spoke, I saw the soft, warm shadow of Reverend Stovall envelop the children. These children, the next generation of leaders in Louisiana, these children were his legacy. In

this sense, James Stovall achieved a kind of immortality that only the best of us can ever dream of. We will miss him in body, but he will always be with us in spirit.

I extend my heartfelt condolences to Reverend Stovall's daughters, sisters, grandchildren, and great-grandchildren. In the midst of their grief, I hope that they will be comforted to know that his important work and the principles that guided him in that work will not soon be forgotten.●

#### RECOGNIZING KELLY CAMPBELL

● Mr. ALLEN. Mr. President, today I recognize Kelly Campbell, a student at Lebanon High School in Lebanon, VA, who has been chosen to make a presentation at the White House Visitors Center during the National History Day Celebration.

Kelly is one of 16 young history scholars from across the country who will present their work reflecting this year's National History Day theme: Revolution, Reaction, Reform in History. The students' projects presented at the White House are part of a larger group of 2,000 finalists participating in the National History Day national contest at the University of Maryland.

The National History Day Program engages more than one-half million participants annually in grades 6 through 12 in 49 states and the District of Columbia. The program provides students the analytical and research skills that are useful in any area of their lives. Students research history topics of their choice related to an annual theme and create exhibits, performances, documentaries and papers, which they may enter in competitions at the district, State and national levels.

Kelly will present an exhibit entitled "The 3 R's: Revolution, Reform, Reaction and the Schools of the Freedman's Bureau."

During my term as Governor of Virginia, we recognized that there are fundamental academic basics that our children must learn if they are to be capable, responsible, and contributing citizens, and able to compete and succeed in the future. To ensure the success of our school children, we implemented high standards and accountability including history standards. We believed that Virginia's students should have the fundamental knowledge and understanding of their cultural and historical heritage that serves as a foundation for preserving a free, prosperous and decent society.

I congratulate Kelly and her fellow historians on their success and wish them the best as they compete against students from across the country.●

#### COMMENDING MELISSA BROWN, KAITIE COCHRANE AND LINDSAY JANS ON NATIONAL HISTORY DAY

● Mr. WELLSTONE. Mr. President, today I would like to commend Melissa

Brown, Kaitie Cochrane, and Lindsay Jans for their hard work, dedication, and creativity in the study of history. They have earned the admiration of their families, their community, their teacher, Huy Nguyen, and their school, Sunrise Park Middle School. These students have been selected by the National History Day program to present their performance, "Separate But Not Equal," at the National Museum of American History on June 12, 2002. To be ranked by the National History Day program among the 2000 students chosen to join the national competition is an impressive honor, and to be one of only 17 groups selected from over half a million participants to present at the National Museum of American History is an incredible achievement indeed.

The National History Day Contest is the Nation's oldest and one of the most highly regarded humanities contests for students in middle and high school. The experience that Kaitie, Lindsay, and Melissa have gained through their NHD project using primary resources and participating in hands-on activities will last them for the rest of their lives. The more than 9 million students who have participated in the NHD program have gone on to careers in business, law, medicine, teaching, and countless other disciplines in which they are putting into practice the thinking and investigative approach fostered through the National History Day program. I want to thank these students for representing Minnesota along with only thirteen other States at the National Museum of American History today. The kind of leadership and perseverance Lindsay, Melissa, and Kaitie have exhibited will carry the theme of this year's National History Day Contest, "Revolution, Reaction, and Reform in History," into the next generation. I wish them the best of luck both in the upcoming competition and in their future endeavors. I thank them for their hard work and their commitment to learning and sharing their knowledge with other students from across the country.●

#### TRIBUTE TO FRANK OLIVERI UPON HIS RETIREMENT

● Mr. SMITH of New Hampshire. Mr. President, I rise today to honor Frank Oliveri, an exemplary public official who dedicated himself to serving the people of the city of New York for three decades. As deputy director of waste water treatment, he has brought to the office the professional skills and knowledge that has made a difference in the lives of the people of the Big Apple.

Frank began his career with the Department of Environmental Protection in 1971. He is widely respected for his waste water expertise at city, state and national levels. Frank approached his work with a can-do attitude, and balanced what needs to be done with what can be done. Throughout his career, Frank accomplished a great deal for